

**Foreign language C for translators and interpreters 2
(Japanese)**

Code: 101462
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	2
2500249 Translation and Interpreting	OT	4	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

This subject is the continuation of Foreign language C for Translators and Interpreters 1 (Japanese), so at the beginning of the course students should be able to:

- Recognise the writing system, elementary vocabulary and understand basic written expressions related to everyday situations. (CEFR-FTI A1.1)
- Use the writing system and elementary vocabulary to write simple texts related to everyday situations. (CEFR-FTI A1.1)

Objectives and Contextualisation

The purpose of this subject is to consolidate the students' basic language competences in Foreign Language C (Japanese) to prepare them for direct translation.

On successfully completing the course, students should be able to:

- Understand short and simple written texts about topics related to everyday situations. (CEFR-FTI A1.2)
- Write very short and simple texts on topics related to everyday situations. (CEFR-FTI A1.2)
- Recognise the basic phonological and lexical system, and understand elementary spoken Japanese expressions related to everyday situations. (CEFR-FTI A1.1)
- Use the phonological and lexical system and reproduce elementary spoken expressions in Japanese related to everyday situations. (CEFR-FTI A1.1)

Competences

Translation and Interpreting

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
10. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
11. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
12. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending information of short and simple written texts about subjects related to the immediate environment.
13. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
14. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
15. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
16. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
17. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce basic verbal expressions related to the immediate environment.
18. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
19. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
20. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
21. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
22. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.

23. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
24. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
25. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
26. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
27. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
28. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
29. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand basic verbal expressions related to the immediate environment.
30. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
31. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
32. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
33. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
34. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
35. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
36. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
37. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
38. Producing verbal texts from different fields and with specific communicative purposes: Producing basic verbal texts with specific communicative purposes, following standard models of discourse.
39. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
40. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal expressions related to the immediate environment.
41. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal texts about general topics that are appropriate to their context.
42. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
43. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
44. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
45. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
46. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.

47. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
48. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts about general topics that are appropriate to their context.
49. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
50. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

The contents that must be achieved by the end of the subject are those presented in lessons 8, 9, 10, 11, 12, 13, 14 and 15 of the book *Shokyû Nihongo*, of the University of Foreign Studies of Tokyo.

Phonological and graphic:

Pronunciation and distinction of the phonemes and syllables of standard Japanese.

Basic principles of writing: identification of character structure, breaking them down into different parts (radicals, phonetic parts), identification of stroke order, stroke number and stroke types, etc.

Use and comprehension of about 400 new words.

Lexicomorphological:

Familiarization with about 30 frequently used radicals.

Writing and recognising about 140 new characters, which together with those learned in Language C for Translators and Interpreters C1 (Japanese), amount to a total of 200 (reading and writing).

Grammatical:

- でしょう form / The imperative (- てください) / Expressing states or habits (- ています) / Indirect speech and quotations (と) / Temporary expressions (- から, - あとで, - まえ, - とき) / Expressing orders (- てもいい, - なさい) / Expressing consecutive activities (- たり - たり) / Expressing permission, obligation, prohibition and non-necessity (- てもいい, - てはいけません, - てはだめです, - なくてもいいです) / Expressing tastes, hobbies, abilities, desires or hopes (すき・きらい, じょうず・へた, - とおもいます, - たい, ほしい).

Communicative and socio-cultural

Expressing cause-related relationships - consequence

Introducing oneself (name, nationality, age)

Talking about one's family

Talking about one's studies

Asking about who, how, when and why

Inviting / suggesting someone to do something

Asking or ordering someone to do something

Asking and explaining how to go somewhere

Asking and explaining where a particular thing is located

Expressing actions in a perfect and continuous way

Expressing actions in the present and the future

Expressing a past experience

Expressing the duration or moment in which an action takes place

Expressing tastes or preferences

Encyclopedic and instrumental

Basic general knowledge about how the Japanese language works.

Introductory knowledge of certain aspects of Japanese culture directly or indirectly related to the language.

Knowing how to search in a dictionary.

Methodology

Learning activities are organised into three categories based on the degree of student autonomy involved:

- Directed activities: carried out according to a set timetable and in the presence of a lecturer.
- Supervised activities: carried out under the supervision of a lecturer or tutor.
- Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually).

The subject will focus on working through the textbook *Shokyû Nihongo*, of the University of Foreign Studies of Tokyo. The contents will be acquired from the vocabulary and kanji (ideograms) tests done in class; the analysis and the conceptualization of the new grammatical structures; reading, understanding and reformulation of dialogues, and carrying out complementary activities and specific reinforcement exercises in each lesson (writing, grammar exercises, etc.).

Given the contents and structuring of the subject, it is important for the student to attend class regularly and it is essential to regularly dedicate time each week to preparing new material, doing the exercises and revising the subject matter. This dedication on the part of the student is necessary to ensure good progress in the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral comprehension and oral interaction activities	20	0.8	5, 29, 17, 40
Oral expositions by the teacher	30	1.2	1
Reading comprehension activities	18	0.72	1, 34, 12
Written production activities	10	0.4	1, 23, 47
Type: Supervised			
Supervision and review of oral and written activities	12	0.48	5, 1, 17, 47, 40

Supervision and revision of grammar and lexical exercises	12	0.48	1
Type: Autonomous			
Preparation of grammar and lexical exercises	40	1.6	1
Preparation of oral and written production activities	40	1.6	23, 17, 47, 40
Preparation of reading comprehension activities	30	1.2	1, 34, 12

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Tasks deadlines will be indicated in the course schedule on the first day of class.

In order to pass the subject, students will have to show they have assimilated the contents related to the Japanese language proposed during the course. To achieve this, students must pass the continuous assessment, consisting of a series of activities as detailed below.

The continuous assessment will take into account:

- 1 partial test at mid-semester (25% of the subject), which will include the contents of units 8 to 11 (grammar and vocabulary / kanji / reading comprehension / oral / written expression).
- 1 partial test at the end of the semester (30% of the subject), which will include the contents of units 12 to 15 (grammar and vocabulary / kanji / reading comprehension / oral / written expression).
- 1 reading comprehension and written expression test at the end of the semester (20% of the subject), at the end of the semester
- various tests and exercises done during the semester (25% of the subject): 8 vocabulary tests, 4 kanji tests, 8 comprehension exercises, 8 grammar exercises, 2 essays

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews by agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

When publishing final marks prior to recording them on transcripts, the lecturer will inform students in writing of the procedure involved. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammatical knowledge assessment activities	40	6	0.24	2, 1, 3, 4, 37, 34, 35, 33, 32, 36, 16, 15, 14, 13
Lexical knowledge assessment activities	25	3	0.12	5, 1, 29, 12
Oral comprehension assessment activities	5	0.5	0.02	7, 6, 30, 31, 28, 10, 9, 8, 11
Oral production assessment activities	5	0.5	0.02	5, 6, 7, 17, 21, 18, 19, 20, 40, 43, 41, 42, 38, 39
Written production assessment activities	25	3	0.12	3, 4, 1, 2, 26, 22, 23, 24, 25, 27, 46, 49, 45, 47, 48, 44, 50

Bibliography

WEB PAGES

Textbook webpage

- <http://jplang.tufs.ac.jp/account/login>

Electronic dictionaries

- www.jisho.org

Learning kanji

- <http://www.speedanki.com>
- <http://www.kanjiclinic.com>
- <http://www.jlpt-kanji.com>
- <http://kanjialive.uchicago.edu/>
- <http://japanese-kanji.com>
- <http://dartmouth.edu/~kanji/>

General resources on Japanese language

- <http://www.nihongoresources.com/>
- <http://www.jgram.org/>
- <http://www.hiraganatimes.com>

- <http://www.rikai.com>
- <http://www.csse.monash.edu.au/~jwb/wwwjdic.html>

Software

No specific software required.